
IDAHO TECHNOLOGY PILOT PROJECT

2014 Competitive Grant Application



ADMINISTERED BY THE
IDAHO STATE DEPARTMENT OF EDUCATION

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Idaho Technology Pilot Project Grant Application

Introduction

This grant application is designed to distribute funds to Idaho public schools and public charter schools pursuant to HB639 (2014). The objective of the grant is to improve student achievement through the effective use of technology in elementary and secondary schools supporting innovation.

The 2014 Idaho Legislature has appropriated \$3 million to be made available to schools in multiple districts across Idaho for periods of up to two years in duration for technology pilot projects designed to improve student academic growth as well as financial efficiencies through a full integration technology model. It is the intent of this grant to focus on technology implementation at a single school building that will be scalable to other schools and sustainable statewide after the technology pilot period. In many situations across Idaho, the state recognizes that school buildings are severely lacking in technology that can enhance and maximize learning opportunities for students and changing instructional practices for educators. In the 21st Century, every student and teacher in every school in Idaho should have access to the necessary technology, tools, and knowledge to create a next generation learning environment.

As Idaho continues to be a national leader in redefining instructional practices with technology integration, learning outcomes must remain the primary focus. This grant opportunity will display how individual schools can create exciting, relevant, interactive, and engaging learning environments in schools that have little or no technology or that have begun the process of integrating technology but lack the resources to complete a full integration model. This grant opportunity is not about purchasing devices, wireless networks, or supplanting salaries. This technology pilot program is about showing how schools can truly redefine all aspects of the current education model, by focusing on raising student achievement through individualized learning. Technology is a powerful tool that supports this goal. In order to do this, educators need to understand how to successfully integrate devices and emerging technologies throughout a student-centered instructional pedagogy.

Too often technology projects are started with a clear vision and inspiring goals of sustaining student achievement, yet funding becomes a roadblock to truly implementing a holistic approach. This leaves districts to alter their goals and processes. This grant application specifically seeks to provide districts with the necessary resources to develop and articulate true technology integration through planning, implementation, and evaluation and to make the success in these districts scalable and sustainable statewide. Furthermore, this grant is

intended to display to the educational stakeholders of Idaho that academic achievement can be improved through the effective use of technology supporting educational objectives, and that the process is clear, sustainable, and replicable across any part of Idaho. In 2013, 11 Idaho schools were awarded Technology Pilot Grants, and those proposals and Legislative Reports are posted at http://www.sde.idaho.gov/site/tech_services/grants_contracts.htm. Because this Technology Pilot Grant is specifically looking for new and innovative ideas in technology integration, previous awarded schools are not eligible for this grant, however districts can submit proposals for other schools that were not awarded.

This application package contains the information, procedures, and forms to apply for the Idaho Technology Pilot competitive grant. **Only one application for each school is permitted.**

Grant proposals must be submitted via e-mail by midnight (MST) June 11, 2014 to Alex Macdonald (amacdonald@sde.idaho.gov).

Project Goals

To determine the best approaches to improve student achievement in the next generation learning experiences, this grant project will focus on distinct and beneficial goals. Project applications must clearly display how the individual school will be able to create a sustainable, scalable, and replicable model for schools across Idaho, utilizing innovative ideas and technologies. The purpose of these grant funds is not to award funds to projects for only the timeframe requested, but to truly utilize the funds so that programmatic changes occur within the school culture and community that will have a lasting impact. Technology is not the solution to raising student achievement, but a tool to support instructional practices that will raise academic achievement among all students. Therefore, projects will need to incorporate instructional support, training and instructional outcomes predicated upon Idaho Core Implementation, Next Generation Assessments, utilization of Digital Content and cloud-based technologies, and support through Data-Driven Instructional Practices. Projects will show through specifically targeted and recurring data collection processes that, among **student achievement**, the following project goals are also addressed and attained:

- Plan to use innovative technologies and ideas
- Plan to change school culture with change agent strategies
- Plan to address and document teacher/staff buy-in
- Plan to transform teaching and learning
- Plan to build capacity to sustain long-term efforts
- Plan to broaden the impact to the greater community

These technology-rich learning environments should also assist **students** in developing the following skills in the student-centered approach to technology integration, student

engagement, and student accessibility:

- Collaboration and communication skills
- Flexibility and adaptability
- Accountability and the ability to be self-directed
- Problem-solving and critical-thinking skills
- Creativity and innovation
- Media, information literacy and technology skills
- Digital Citizenship

Professional development is an essential component of this grant project. Districts must utilize professional development opportunities in areas such as:

- Device Use
- Technology Integration
- Technology Literacy
- Data Driven Instruction
- Classroom Management
- Digital Content
- Project-Based Learning
- Technology Curriculum
- Digital Citizenship
- Technology Management
- Assessment and Accountability
- Student Centered Learning
- Leadership in Technology Integration
- Instructional Improvement System

Furthermore, it is imperative that districts are able to convey a complete cost of ownership methodology. This analysis will convey at least the following metrics in the reporting elements to determine the **scalability** of the project across Idaho:

- Detailed project costs per student/per year and how those can be scalable statewide
- Costs include dovetailing professional development funds
- Costs of accessories and software
- Cost of infrastructure/connectivity needs
- Fiscal savings throughout the project implementation
- Conveying and projecting other associated costs and risk analysis, such as device dead on arrivals, breakage rates, and
- Ensuring mechanisms to measure total cost of ownership over time

Timelines

1. April 16, 2014: Grant Application Released

2. April 22 and 23: Grant Webinars Conducted
3. June 11, 2014: Grant proposals (in **.doc, .docx, or .rtf format**), signed and scanned assurance sheets, and required attachments must be submitted via email by midnight (MST) to Alex Macdonald (amacdonald@sde.idaho.gov).
 - a. Proposals submitted after that date will not be considered.
 - b. Each grant application is associated for one school.
 - c. Previous awardees not eligible to submit a second application.
4. Approximately June 30, 2014: Awardees announced
5. Approximately July 1, 2014: Grant funds available

Eligibility

Districts must certify by completing the Grantee Assurance Form that the following eligibility requirements are completed:

1) Internet Use Policy

A grantee must certify the school district or charter school has on file with the SDE Chief Information Officer an accepted Internet Use Policy as per Idaho Code 33-132 that meets the updated Children's Internet Protection Act Requirements (<http://www.fcc.gov/guides/childrens-internet-protection-act>) and attached a copy of the district approved Internet Use Policy.

2) Technology Plan

All grants must be tied directly to the district's School Improvement and/or local technology plans, and a copy of this plan must be included in this application. An approved technology plan aspires to improve student academic achievement and teacher effectiveness, as well as the district's day-to-day operations through the utilization of suitable technologies. The technology specifically addresses the following elements:

- Provide pertinent technology professional development that addresses:
 - Acquisition of applicable technology skills
 - Employment of relevant technology to improve instructional practices
 - Greater awareness of instructional technology resources
 - Digital Citizenship for students and appropriate online conduct
- Goals for integrating relevant technology with curricula and instruction
- Assess the impact of technology use in the classroom
- Ensure equitable access for instructional staff and students
- Provide a sound network infrastructure that supports daily functions and operations of the district
- Assess the district's hardware, software, and connectivity needs
- Evaluation process to monitor districts goals tied to on-going emerging technologies

Required Reports

Because the intent of these legislative funds is to promote a scalable and sustainable model of a technology learning initiative in Idaho, awardees will be required to submit periodic evaluation updates and yearly reports to the State Department of Education and the Idaho Legislature. It is expected that grantees will be available for scheduled site visits throughout the project from educational stakeholders. Furthermore, in an effort to provide a display of best practices of technology integration processes, pedagogy, professional development and leadership, awardees will be required to provide a final dissemination report and video. Specific details regarding the requirements and length will be provided to awardees as the pilot grant project moves forward into Fiscal Year 2015. Reports will be submitted by grantees in January 2015, June 2015, and December 2015.

Examples of measurements for grantees to accumulate and report on include, but are not limited to the following:

- Student and teacher attendance
- Teacher attitude and retention
- Student discipline
- Student graduation/dropout rates
- Student participation
- Fiscal and academic measurements of paperless environments
- Efficiencies documented throughout the project
- Project cost over time
- Recurring school and classroom trend and assessment data
- Increased student achievement in reading, science, and math
- Advanced learning opportunities for all students

Award Process

All proposals will be de-identified, read, and judged by a panel of external reviewers, facilitated by members of the State Department of Education. This panel will determine those applications that best meet the criteria using the rubric included in this application package.

The sub-grants will be ranked according to calculations of the three highest scores and funding will continue down the ranked list until all grant funds are allocated. The scoring and awarding process will be similar to the 2013 Tech Pilot Grant process. **The SDE will notify awardees via email in late June or early July 2014.**

Technical Assistance

SDE personnel are available to provide technical assistance and answer questions. For assistance applying for Idaho Technology Pilot Grant, contact Alex Macdonald at amacdonald@sde.idaho.gov or 208.332.6955 or register for one of the grant webinars.

Idaho Technology Pilot Project Proposal Application Procedure

Instructions

Each district may apply for one grant per school, and must complete all of the following steps. **If any application does not meet these specifications, it will automatically not be considered.** All grant materials will be in 12-point font (recommended Arial font), with one-inch margins, where applicable, on 8.5" x 11" size paper. The actual grant proposal must be in .doc, .docx, or .rtf format. Accompanying documents can be in another format, such as .pdf.

- Step 1:** Complete the Idaho Technology Pilot Project Grant Application Assurance Sheet included in this application package.
- Step 2:** Prepare a project **Abstract** no longer than one page highlighting the following elements (10 points possible):
- An appropriate articulation of a Next Generation Learning Environment.
 - A brief description of the project including: need for funds, how the project will support school improvement, and what the project will accomplish.
 - A summary of how the activities are expected to improve student academic achievement through a transformed classroom.
 - An explanation on how a Next Generation Learning Environment will extend the vision beyond the scope of the implementation, to include transformations that would impact the rest of the school(s), district, and State of Idaho.
 - An explanation how the project will be *scalable and sustainable* across Idaho.
 - An explanation of how the project is innovative.
- Step 3:** Prepare a narrative no longer than two pages detailing the **Educational Need and Goals** for the project (25 possible points):
- Narrative Required Elements**
- Clearly defines, documents, summarizes, and correlates the academic need for the project with well-established data sources and trend data.
 - Plainly identifies academic needs that are “critical” (below state average test scores, keeping schools from making AYP, or keeping schools on “needs improvement” lists). Identifies where the district is at with instructional technology components, and how the grant funds will take them to the next level. Demonstrates how a district currently provides advanced opportunities and how this will change with increased access to technology.
- Required Data Sources** – as relevant to the narrative
- Provides extensive and varied student achievement data which may include but is not limited to standardized test scores, state test scores, district-

created assessments, classroom exams, alternative assessments for special education students or English Language Learners, grade book summaries and achievement from non-core classes.

- Provides extensive and varied demographic data which may include but is not limited to school enrollment, socio-economic status, race/ethnicity, patterns of student transfer, transportation, attendance, student behavior and social problems.
- Provides evidence of teacher buy-in to the project.

Additional Data Sources – as relevant to the project

- Program Data – may include but is not limited to teacher credentials, graduation rates, program evaluation methods, field trips, college attendance for graduating students, curriculum sequences, strategic plans and program evaluations.
- Perceptions Data – may include but is not limited to survey information regarding school climate, professional development participation, tardiness, and absenteeism.

Step 4: Prepare a narrative no longer than two pages detailing the **Scope and Sequence** of the project and how it addresses the educational need (35 points possible):

- **Planning:** Clearly describes the planning process the district will conduct, including addressing essential elements working towards developing Next Generation Learning avenues, teachers as leaders, and building leadership. In conjunction the narrative should address how the project will raise student achievement through effective planning. This should include identifying project team members, and their associated responsibilities, and a firm foundation of business processes. This section will also delineate the process on identifying the selected technology, and relevant narrative on the research.
- **Involvement:** Clearly describe how the district will involve teachers, building administrators, technology staff, counselors, and students in the project. Identify specific roles and responsibilities to effectively promote a successful project for true integration of technology into instruction.
- **Preparation:** Clearly describes how the district will prepare for further technology integration, including teacher and administrator professional development. Identify needed prerequisite skills for school personnel, hindrances to success, and how you will overcome obstacles. Identify key skills needed at the building leadership level. This section also details how the district plans to dovetail professional development or other local funds to support this effort.
- **Implementation:** Clearly describes the planned rollout, student training, parental involvement, accountability measures, and integration into the classroom. Identify measurable goals, objectives, activities, and *distinct*

timelines that address appropriate implementation steps and focus on increased numbers of teachers who participate in technology literacy and/or integration professional development activities as well as improved student academic achievement through the use of technology. This sectional also identifies how the project will be implemented to impact the greater community.

- **Evaluation:** Include a plan for obtaining measurable data aligned to the objectives, and how it can be determined if the project is scalable and replicable in Idaho. Schedule appropriate time for team meetings for the purpose of continual planning, reporting, evaluation, and revision of project goals and objectives. The plan must be based on both quantitative and qualitative measures. The plan must also have a plan for accumulating timely, recurring, and beneficial data on student achievement throughout the project.

Step 5: Prepare a narrative no longer than two pages describing **Sustainability and Scalability** in Idaho (20 points possible) of the project past the funding period and its intended impact on the district, its school(s) and the community:

- Discussion on how the innovative technology will be beneficial to teaching and learning.
- Identify plans as to how the project will continue beyond the funding period and impact the district, its school(s), and the State of Idaho.
- Models all costs associated to the project, and discusses the total cost of ownership over time, as well as how the cost per student per year was calculated.

Step 6: Prepare a **Budget Narrative** (page one) and a **Budget Chart/Spreadsheet** (page two). The budget spreadsheet *does not* have to be in the IFARMS format, but needs to include the following (10 points possible):

- The budget is detailed with total expenditures equal to the project amount requested, within appropriate categories, and sub categories.
- The budget has detailed and specific dates of purchases or expenditures.
- Funds must be fully expended by the end date of the project.
- The budget expenditures are in alignment with the project activities.
- The budget is complete, detailed, and free of errors.
- All invoices must be scanned and emailed to SDE during the project timeframe.
- The SDE will work with grantees on budget revisions during the project, and reserves the responsibility to approve, limit, or guide line item purchases.

Step 7: Assemble the proposal application in a single digital document, in a .doc, .docx, or .rft format:

Abstract: Maximum of one page, portrait orientation.

Educational Need and Goals: Maximum of two pages, portrait orientation.

Project Scope and Sequence: Maximum of two pages, portrait orientation.

Sustainability and Scalability: Maximum of two pages, portrait orientation.

Budget Narrative and Chart/Spreadsheet: Maximum of two pages, portrait orientation for budget narrative and landscape orientation for budget spreadsheet. **Budget spreadsheet DOES NOT need to be in IFARMS format.**

Maximum Application Size:

Page 1 Title Page

Page 2 Abstract

Page 3-4 Educational Need and Goals

Page 5-6 Project Scope and Sequence

Page 7-8 Sustainability and Scalability

Page 9 Budget Narrative

Page 10 Budget Spreadsheet

Attachments (can be any file format): Grant Application Assurance Sheet,
District Internet Use Policy, and District Technology Plan

Step 8: Sub-grant proposals must be submitted via email by midnight (MST) June 11, 2014 to Alex Macdonald (amacdonald@sde.idaho.gov). Signed assurance sheets are to be scanned and emailed with all grant documents.

Idaho Technology Pilot Project Grant Application Assurance Sheet

Project Title: _____ Amount of Request: \$ _____
District Name: _____ District Number: _____
School Name: _____ School Number: _____
Project Duration: _____

By signing below, I certify that we have submitted an Internet Acceptable Use Policy to the State Department of Education, and have attached to the submitted documents as reference. I also certify that we have submitted a Technology Plan that meets the requirements, and have attached to the submitted documents as reference.

Superintendent Name (print)	E-mail	Telephone/Cell
Signature		
District Technology Coordinator Name(print)	E-mail	Telephone/Cell
Signature		
Project Director Name – <i>if different than District Technology Coordinator</i> (print)	E-mail	Telephone/Cell
Signature		

Idaho Technology Pilot Project Grant Proposal Scoring Rubric

Abstract (10 points possible)

- ☐ Articulate an appropriate articulation of a Next Generation Learning Environment
- ☐ Provide a brief description of the project including: need for the project funds, how the project will support school improvement, and what the project will accomplish.
- ☐ A summary of how the activities are expected to improve student academic achievement through technology transformed classroom.
- ☐ An explanation of how a Next Generation Learning Environment will extend the vision beyond the scope of the implementation, to include transformations that would impact the rest of the school(s), district, and State of Idaho.
- ☐ An explanation how the project will be scalable and sustainable across Idaho.
- ☐ An explanation of how the project is innovative.

Ineffective (0-3 points)

The summary is vague; reader is unclear as to what the project is about or will accomplish. There is no explanation how the project is innovative.

Somewhat Effective (4-7 points)

There is a summary of the project, but one or more of the following is not clear:

- Description of the project
- Need for the project
- How the project supports school improvement
- How the project improves student academic achievement
- How the project extends itself to the district, school(s), and State of Idaho

The description of what the project will accomplish is generally stated, but lacks unyielding clarity. There is limited narrative on how the project is innovative.

Highly Effective (8-10 points)

The abstract clearly summarizes the project, including the description of and need for the project, how the project supports school improvement, improves student academic achievement, and extends the vision beyond the scope of the project to the entire district and community. The abstract leaves the reader with no doubt about what the project is about and what it will accomplish. The project narrates well how it is innovative.

Educational Need and Goals (25 points possible)

Narrative Requirements – as relevant to the project

- ☐ Clearly defines, documents, summarizes, and correlates the academic need with well-established data sources and trend data.
- ☐ Plainly identified academic needs that are “critical” (below state average test scores, keeping schools from making AYP, or keeping schools on “needs improvement” lists). Identifies where the district is at with instructional technology components, and how the grant funds will take them to the next level needed. Demonstrates how a district currently provides advanced opportunities and how this will change with increased access to technology.

Required Data Sources – as relevant to the project

- ☐ Provides extensive and varied student achievement data which may include but not limited to standardized test scores, state test scores, district-created assessments, classroom exams, alternative assessments for special education students or English Language Learners, grade book summaries and achievement from non-core classes.
- ☐ Provides extensive and varied demographic data which may include but not limited to school enrollment, socio-economic status, race/ethnicity, patterns of student transfer, transportation, attendance, student behavior and social problems.
- ☐ Provides evidence of teacher buy-in to the project.

Additional Data Sources – as relevant to the project

- ☐ Program Data – may include but not limited to teacher credentials, graduation rates, program evaluation methods, field trips, college attendance for graduating students, curriculum sequences, strategic plans and program evaluations.
- ☐ Perceptions Data – may include but not limited to survey information regarding school climate, professional development participation, tardiness, and absenteeism.

<i>Ineffective (0-5 points)</i>	<i>Somewhat Effective (6-15 points)</i>	<i>Highly Effective (16-25 points)</i>
Educational need is only somewhat established and/or data is not relevant to the project. Many of the required data sources are missing. There is little or no support for the academic need given. Data is not clear for all schools involved; not provided for all schools involved; or is partially provided for all schools involved. Data is not analyzed and summarized for areas of strengths and weaknesses. Data is not current. No evidence of teacher buy-in.	The definition of educational need includes some of the relevant required data sources. A variety of data is provided but has only been partially analyzed and summarized for areas of strengths and weaknesses. The academic need is approached. The need has been established somewhat, utilizing <i>current</i> performance levels of students. Very little evidence of teacher buy-in.	The definition of educational is clearly evident and ties directly to the project. The narrative includes all relevant required data sources. Extensive and varied data for all participating schools is given. Data has been analyzed and summarized for areas of strengths and weaknesses. The academic need is very convincing. The need has been fully established utilizing <i>current</i> performance levels of students. Clear evidence of teacher buy-in.

Project Scope and Sequence (35 points possible)

- ☐ Identify realistic and measurable goals, objectives, activities, and timelines that address appropriate implementation steps and focus on increased numbers of teachers who participate in technology literacy and/or integration professional development activities as well as improved student academic achievement through the use of technology.
- ☐ Project detail includes specifics on a project plan to design and implement a complete full integration model, including the identified technology and relevant narrative on the research, and the integration of technology into instructional practices.
- ☐ Project detail includes specifics on planning and developing leadership within the school for successful technology integration
- ☐ Project detail includes specifics (roles and responsibilities) on involvement of teachers, administrators, technology staff counselors, and students in the project
- ☐ Identify project team members and their associated roles and responsibilities.
- ☐ Project detail specifically incorporates a holistic approach between involving teachers, leaders, and technology staff in training, and preparing them for successful integration of technology
- ☐ Project detail clearly describes the planned rollout for all stakeholders and staff, including professional development plans and processes. This narrative should include how the district will dovetail current available funds and ongoing professional development funds.
- ☐ Project detail clearly articulates accountability measures that will be in place for the project
- ☐ Include a plan for obtaining measurable data aligned to the objectives, including actual measurements and frequency.
- ☐ Include a plan to demonstrate scalability and sustainability across Idaho.
- ☐ Include an appropriate timeline that clearly addresses implementation steps, and community involvement.
- ☐ Schedule appropriate time for team meetings for the purpose of continual planning, reporting, evaluation, and revision of project goals and objectives.

Ineffective (0-12 points)

The outcomes and benefits of the project are unclear or questionable. Goals, objectives, activities, and timelines are not clear or unrealistic. Technology literacy and/or integration improvements are not defined. The plan for obtaining data is either not provided, not sufficient, or not possible. Project team members are not identified or vaguely referenced. Little or no time is given for regular project status meetings. Insufficient data collection processes or elements.

Somewhat Effective (13-25 points)

There are outcomes for the project, and a general understanding of indirect benefits of the project beyond the scope of the implementation. Goals, objectives, activities, and timelines are loosely defined. There is an attempt to define improvements in technology literacy and/or integration. The plan for obtaining data provides some evidence of being aligned to the objectives. Project team members are identified but lack clear roles and/or responsibilities. Team meetings are scheduled, but their purpose is unclear. Some data collection is evident, but lacking key elements.

Highly Effective (26-35 points)

The participants involved in this project have a clear vision of what they wish to achieve through implementation of this project. Goals, objectives, activities, and timelines are well defined in the full integration model. Activities flow together in proper/logical sequence. There is a strong focus on defining improvements in teacher technology literacy and/or integration as well as on improved student academic achievement. The plan for obtaining data provides strong evidence of being aligned to the objectives. Project team members are identified and their contributions to the project are clearly identified. Purposeful team meetings are scheduled at regular intervals. Data collection processes will adequately portray the impact of the project on student success.

Sustainability and Scalability (20 points possible)

- ☐ Discussion on how the innovative technology will be beneficial to teaching and learning
- ☐ Identify plans as to how the project will continue beyond the funding period and impact the district, its school(s), and the community.
- ☐ Identify plans as to how the project will be sustainable and scalable in Idaho.
- ☐ Models all costs associated to the project, and discusses the total cost of ownership over time, as well as how the cost per student per year was calculated.

Ineffective (0-8 points)

No innovative idea or technology is evident. Plans are not organized and/or not tied to goals and objectives from the district's technology plan. Reader is not convinced the program will be sustained once funding ends. Little or no effort is made to extend project to other schools in the district or to the community. Little evidence that the project has the capability to scale across Idaho. Little or no costs are discussed, and no evidence given that the project is financially feasible in Idaho.

Somewhat Effective (9-15 points)

Project has limited evidence of innovative idea or technology. Plans are somewhat organized and mostly attainable. There is a forced alignment with the districts technology plan. Sustainability plans may be too complicated or show little or not proof of district support. Some effort is made to extend the project to other schools in the district or to the community. Reader is somewhat convinced the program will be sustained once funding ends. There is some evidence that the project can be scaled across Idaho. Not all costs are discussed and somewhat convincing evidence that the project is financially feasible in Idaho.

Highly Effective (16-20 points)

Innovative ideas and technologies are evident. Plans are organized and attainable. The project easily aligns with district's technology plan. Existing resources are used wisely. Future plans strongly support and sustain the goals of the project. The project naturally extends to other district schools and the community. Reader has no doubt the program will be sustained once funding ends. All costs are discussed and there is substantial evidence that the project is financially feasible in Idaho.

Budget (10 points possible)

- ☐ The budget is detailed with total expenditures equal to the amount requested.
- ☐ The budget expenditures are in alignment with the project activities, within appropriate categories, and sub categories.
- ☐ The budget has specific dates of purchases or expenditures.
- ☐ The budget expenditures are in alignment with the project activities.
- ☐ The budget expenditures are legitimate and not excessive.
- ☐ The budget is complete, detailed, and free of errors.
- ☐ Funds must be fully expended by the end date of the project.

Ineffective (0-3 points)

The budget is very minimal. It contains errors and/or is not in alignment with the project activities. Expenditures are excessive.

Somewhat Effective (4-7 points)

The budget is included and contains no errors. Budget expenditures are vaguely aligned with project activities. Excessive expenditures exist, and do not pertain to the project success.

Highly Effective (8-10 points)

The budget is included and comprehensive. The budget is free of errors and expenses are clearly aligned with project activities. Expenditures are legitimate and valuable to the project success.